DOCUMENT RESUME

ED 239 730 PS 013 662

TITLE	Classroom Ideas-Fall 1981. Intermediate Edition. Volume 1.
INSTITUTION	Kern County Superintendent of Schools, Bakersfield, Ca. Div. of Instructional Services.
PUB DATE	81
NOTE	57p.; For related documents, see PS 013 644-667.
AVAILABLE FROM	Instructional Resources Center, 5801 Sundale Ave., Bakersfield, CA 93309 ($2.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Art Activities; *Class Activities; *Cognitive Development; Intermediate Grades; Language Arts; *Learning Activities; Mathematics Instruction; Poetry; Problem Solving; Puzzles; Resource Materials; Science Activities; Self Concept
IDENTIFIERS	PF Project; Seasonal Celebrations; Team Sports

ABSTRACT

One of a series of activity guides designed to aid teachers in developing the thinking skills of intermediate grade students, this publication offers a variety of learning activities and resource materials. The activities and resources include: a calendar which lists important days and birthdays in September, October, and November; poems; word puzzles and other puzzles; mathematics activities; an exercise in following directions; art activities; science activities; language arts activities; activities to develop skills in the team sports of football and soccer; problem-solving exercises; and activities to develop self-knowledge. Several of the activities are related to the fall months or to California, Nevada, and Washington (the "states of the month"). An index lists the activities in five categories related to thinking skills from Guilford's Structure of the Intellect model: cognition, memory, convergent production, divergent production, and evaluation. (DC)

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CHILDREN'S
SUMMER ENRICHMENT PROGRAM
JUNE - JULY 1981

The student on the cover of this issue of INTERMEDIATE CLASSROOM IDEAS is Amy Gafford. Amy is in teacher, Venessa Miller's, class in the Summer Enrichment Program at California State College, Bakersfield.

The Children's Summer Enrichment Program is a laboratory summer school to enrich the learning experiences of youngsters pre-school (2½-5 years) through the 8th grade. It is offered by the School of Education and the Division of Extended Studies at Cal State Bakersfield as a supplemental, rather than remedial, program to give children experiences that they do not normally get in regular school sessions. The program is directed by Dr. David Cooke.

The program is designed for youngsters who have a strong interest in a summer enrichment program. Children with special needs of any kind can attend provided they can handle what is being offered. Acceptance is based on the decision of the program director and the teacher.

The core of the curriculum consists of various topics in social studies and language arts, with emphasis on composition and creative writing, plus electives such as science, puppetry, ceramics, arts and crafts, creative speaking, outdoor biology, speech and drama, sports, math, and computer science.

Some poems from the Enrichment Program's students:

FALL

Trees are very tall
In the windy season of fall.
The leaves are brown
When they fall to the ground.

Carrie Coons

* * *

CLOUDS

Clouds are a mixture
Of our rivers and oceans
That shed tears often.

Kathy Oglesby

LOVE

Love is like a garden with a cool breeze floating through the air.
Love is something that you feel in your heart for others.
Love is what you call happiness to see someone you love.
Love is having a family that loves you.
Love is what you have to give to children.
Love is sadness when you are down.

Delia R. Bond

BASEBALL

A flying ball, a flying hat
That's why you should wear a hat.

Matt Hart

* *

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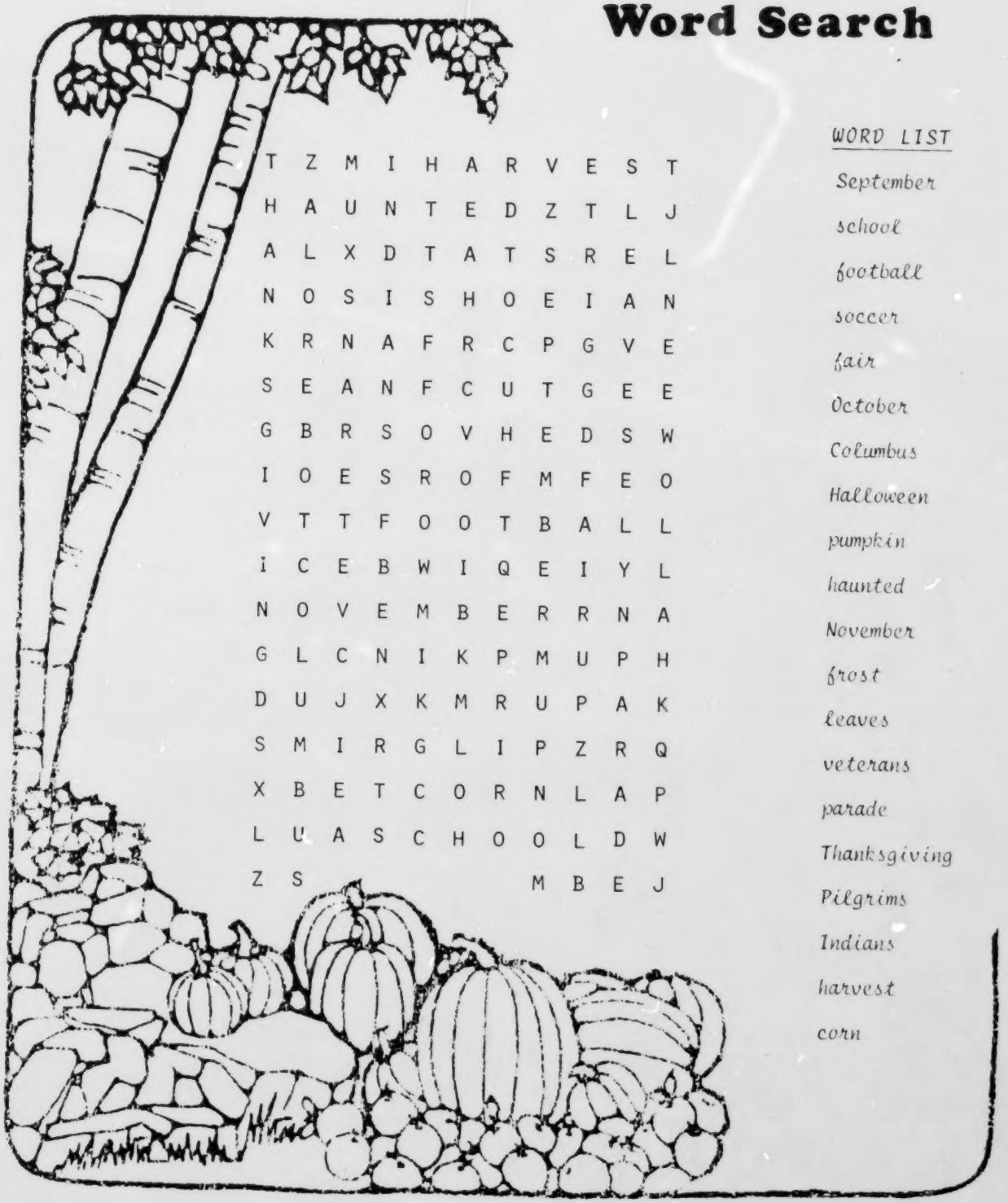
Autumn

Word Search



T Z M I H A R V E S T
H A U N T E D Z T L J
A L X D T A T S R E L
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X B E T C O R N L A P
L U A S C H O O L D W
Z S M B E J

WORD LIST

September
school
football
soccer
fair
October
Columbus
Halloween
pumpkin
haunted
November
frost
leaves
veterans
parade
Thanksgiving
Pilgrims
Indians
harvest
corn

September

A road like brown ribbon,
A sky that is blue,
A forest of green
With the sky peeping through.

Asters, deep purple,
A grasshopper's call,
Today it is summer,
Tomorrow is fall.

Gathering Gold

I walked through the autumn
woods today;
I cupped my hands along
the way;
Great trees shook down rich
coins of gold.
More than my two small hands
could hold.

October

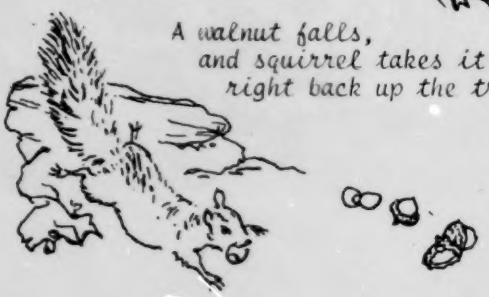
8/31-9/1	CURRICULUM FAIRE, Kern County Superintendent of Schools Office
7	LABOR DAY
	GRANDMA MOSES - birthday (1860)
8	FIRST DAY OF SCHOOL
9	• CALIFORNIA ADMISSION DAY (1850)
11	O. HENRY - birthday (1862)
11	U.S.S. SWORDFISH - first atomic submarine (1958)
13	National Grandparent's Day
13-19	NATIONAL HISPANIC HERITAGE WEEK
14	• NATIONAL ANTHEM DAY
15	AGATHA CHRISTIE - birthday (1890)
16	MAYFLOWER set sail from Plymouth, England (1620)
19	INSTRUCTIONAL MATERIALS WORKSHOP: Kern County Superintendent of Schools Office - 9:00-2:00
22	• FIRST DAY OF AUTUMN
9/24-10/4	KERN COUNTY FAIR
25	Discovery of the PACIFIC OCEAN (1513)
	NATIVE AMERICAN DAY
	Anniversary of 1st American newspaper (1690)
26	JOHNNY APPLESEED (John Chapman) - birthday (1774)
27	National Good Neighbor Day
29	ROSH HASHANAH: Jewish New Year

National Apple Month, National Popcorn Poppin' Month, Pizza Festival Month

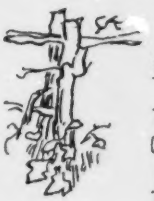
1	JIMMY CARTER - birthday (1924)
4-10	• FIRE PREVENTION WEEK
4	Anniversary of launching of first successful man-made earth satellite, SPUTNIK, (1957)
5	CHILD HEALTH DAY
5-11	International Letter Writing Week
6	Universal CHILDREN'S DAY
8	Anniversary of the GREAT CHICAGO FIRE (1871)

A Walnut Falls

A walnut falls,
and squirrel takes it
right back up the tree.



8	YOM KIPPUR (Day of Atonement)
11	Eleanor Roosevelt - birthday (1884)
12	COLUMBUS DAY
	Mexico: DÍA DE LA RAZA
13	Molly Pitcher - birthday (1754)
14	DWIGHT D. EISENHOWER - birthday (1890)
15	• POETRY DAY
17	INSTRUCTIONAL MATERIALS WORKSHOP: Kern County Superintendent of Schools Office - 9:00-2:00
18	First International 6-day bicycle race (1891)
24	UNITED NATIONS DAY
28	Dedication of the STATUE OF LIBERTY (1886)
31	• HALLOWEEN
	• NEVADA Admission Day (1864)



Fall

The last of October
We close the garden gate.
(The flowers have all withered
That used to stand straight.)

The last of October
We put the swings away
And the porch looks deserted
Where we liked to play.

The last of October
The birds have all flown,
The screens are in the attic,
The sandpile's alone.

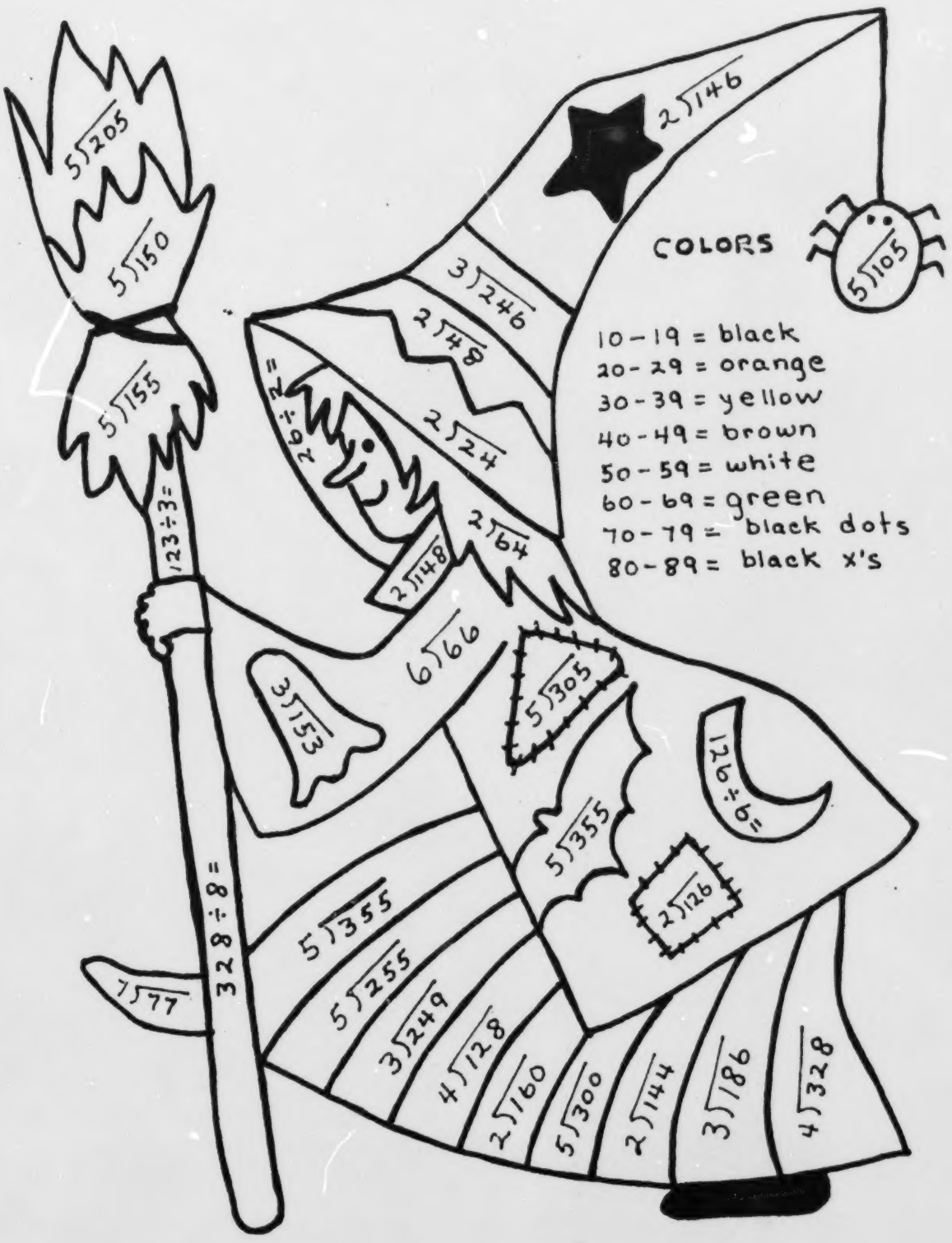
Everything is put away
Before it starts to snow...
I wonder if the ladybugs
Have any place to go?

November

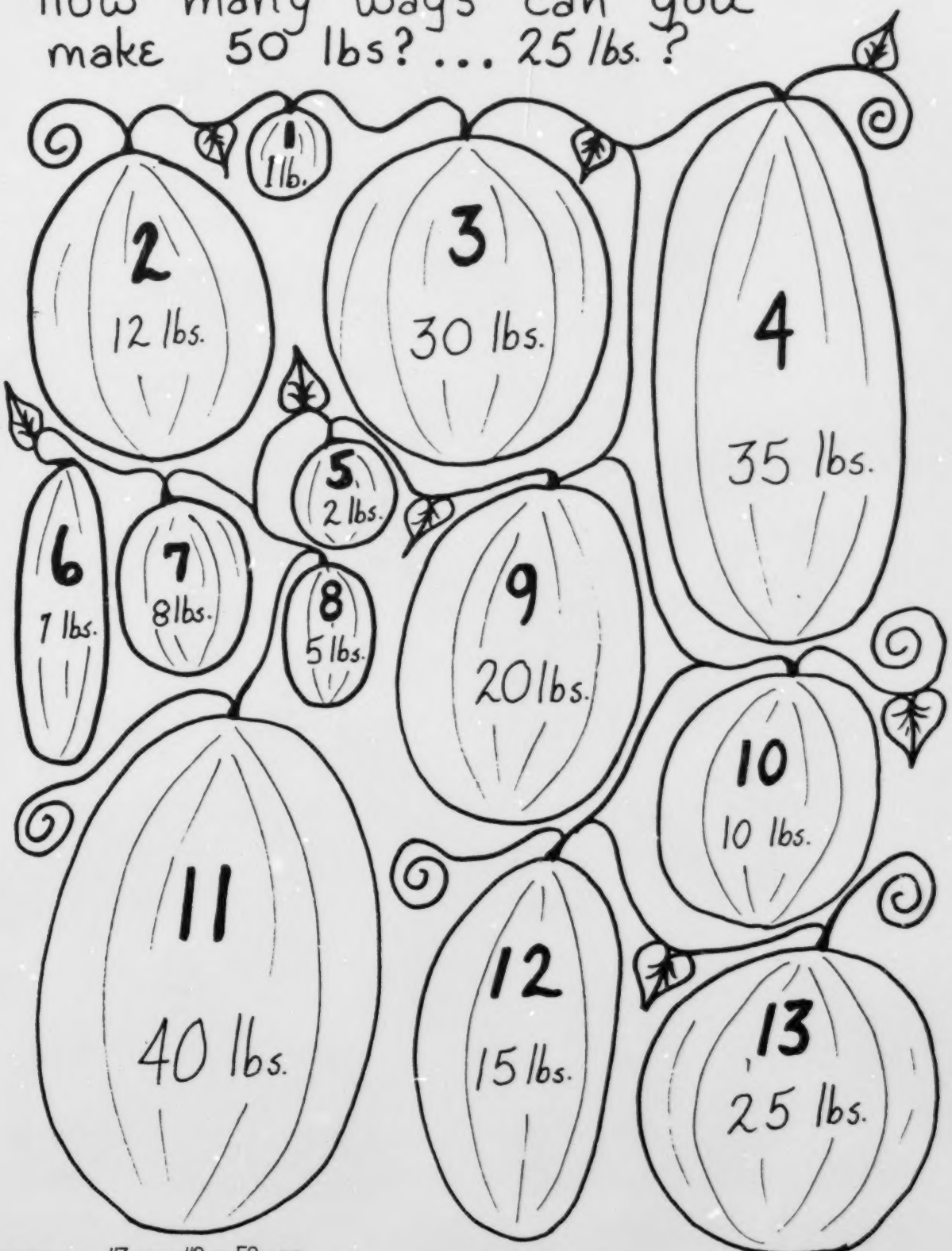
Bracken on the hillside
frosted and white.
Garden all brown.
Storm windows tight.
Screens in the attic
Barn full of hay.
Bathing suits mothproofed,
folded away.
And coming 'round the corner
on his tip, tip toes,
Winter, Winter, Winter
with a cold red nose!

• Activities for these special days are included in this issue.

2	Mexico - DÍA DE LA MORTUA (Day of the Dead)
	NORTH and SOUTH DAKOTA Admission Day (1889)
6	JOHN PHILLIP SOUSA - birthday (1854)
7	ACADEMIC DECATHLON - West High School
11	• VETERAN'S DAY
	• WASHINGTON Admission Day (1889)
13	ROBERT LOUIS STEVENSON - birthday (1850)
14	ROBERT FULTON - birthday (1765)
15-21	• AMERICAN EDUCATION WEEK
16-22	NATIONAL CHILDREN'S BOOK WEEK
18	MICKEY MOUSE - birthday (1929)
19	PUERTO RICO DISCOVERY DAY
21	INSTRUCTIONAL MATERIALS WORKSHOP: Kern County Superintendent of Schools Office - 9:00-2:00
25	ANDREW CARNEGIE - birthday (1835)
26	• THANKSGIVING DAY
28	First Skywriting Message (1922)- "Hello, U.S.A."
30	WINSTON CHURCHILL - birthday (1874)
	SAMUEL CLEMENS (Mark Twain) - birthday (1835)


COLORS
10 - 19 = black
20 - 29 = orange
30 - 39 = yellow
40 - 49 = brown
50 - 59 = white
60 - 69 = green
70 - 79 = black dots
80 - 89 = black x's
5)205
5)150
5)155
123÷3=
2)146
3)246
2)48
2)24
2)64
2)148
6)66
3)153
5)305
126÷6=
5)355
2)126
328÷8=
5)355
5)255
3)249
4)128
2)160
5)300
2)144
3)186
4)328
7)77
5)105

How many ways can you make 50 lbs? ... 25 lbs.?



EXAMPLE: #3 AND #9 = 50 LBS.

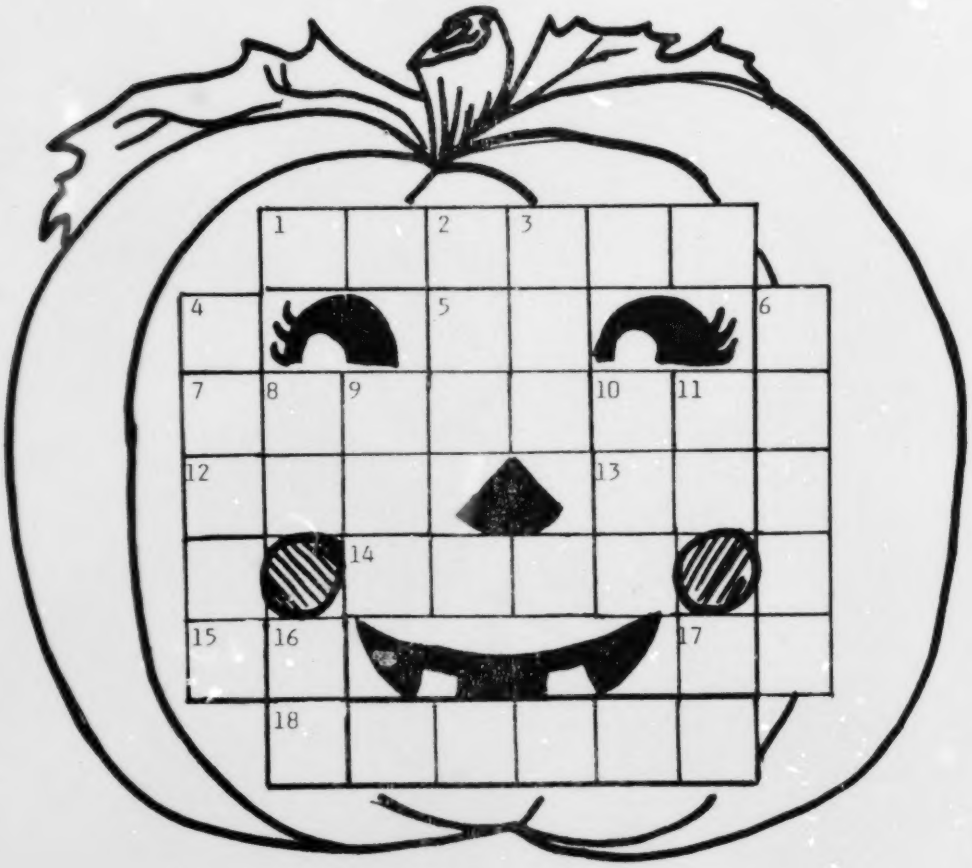
JACK-O'-LANTERN CROSSWORD PUZZLE

ACROSS

1. Another name for country
5. The opposite of off
7. We make jack-o'-lanterns out of these
12. Monkey
13. A small bed
14. Not narrow
15. North America (abbrev.)
17. Mister (abbrev.)
18. A creature that lives both on land and in the water

DOWN

2. A spinning toy
3. A fluid used for writing
4. A country in one of the peninsulas of southern Europe
6. Autumn flower
8. The opposite of down
9. Cry of a cat
10. Frozen water
11. The opposite of yes
16. A preposition
17. Myself



Can You Follow Directions?

CHANGE AMERICA TO THE NAME OF A FAMOUS AMERICAN.

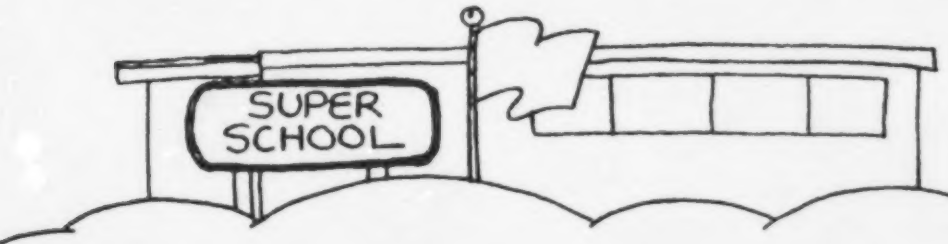
1. WRITE AMERICA.
2. CANCEL ALL A'S.
3. ADD AN S AFTER EACH LETTER.
4. EXCHANGE THE SECOND AND NINTH LETTERS.
5. ADD THE 25TH LETTER OF THE ALPHABET BETWEEN THE FIRST S AND R.
6. CANCEL THE VOWEL THAT IS BETWEEN THE TWO S'S.
7. CROSS OUT THE SEVENTH LETTER.
8. CANCEL THE THIRD LETTER OF THE ALPHABET.
9. SEPARATE R AND S WITH O.
10. PUT T AFTER THE FIRST VOWEL.
11. CANCEL THE LAST LETTER.
12. REPLACE THE FIRST CONSONANT WITH THE SECOND LETTER OF THE ALPHABET.

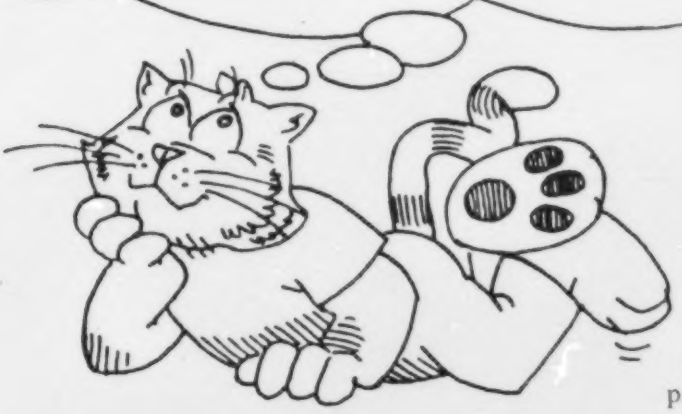
THIS IS THE NAME OF THE FAMOUS AMERICAN THAT WILL APPEAR IF YOU HAVE FOLLOWED ALL THE DIRECTIONS CAREFULLY.

____ ____ ____ ____ ____ ____ ____ ____ ____

ANSWER: BETSY ROSS - Don't forget National Anthem Day, September 14.

What Kind of Place Can Your School Be?





A school should be a place that teaches you the things you need to know in a way that makes you want to learn.

If YOU were planning a "Super School" of the future, what would it be like?

Write about your "Super School". Use additional paper if necessary.

A THANKSGIVING MESSAGE

Follow the dots and letters to make a sentence and a picture.

Start at the star.

CORN HUSK DOLLS

MATERIALS

1 Package corn husks
Pipe cleaners - 2 to 6
Beige carpet thread
Glass headpins
Scissors
Glue
Needle
Soft thread or corn silk
(for hair)
7/8" or 1" styrofoam
ball for head - if desired
Soaking pan for husks
Bar of soap to soften

DIRECTIONS

Soak husks in soapy water for 30 minutes or more, or sprinkle with water and put in plastic bag overnight.

1. HEAD

(Glue soft thread or corn silk together and let dry thoroughly. Fasten to head when dry.)

① Insert pipe cleaner in styrofoam ball
-or-
tie corn silk about 1" from end and turn inside out.

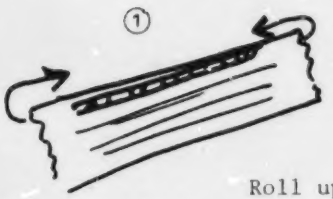
② Tie corn husk at neck. Twist and tie both ends.

③

For styrofoam ball - fasten husks under pipe cleaner.

④

II. ARMS

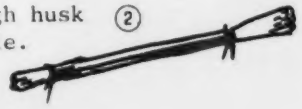


Fold ends of husk over pipe cleaner.

Tie piece of husk around mid-arm. Do both ends.

Turn sleeves back and tie.

Roll up enough husk to cover cleaner. Tie.



III. BODY

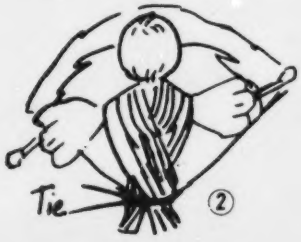
Lash arms to neck of back side of doll.

Lash 4" square folded into a 1" x 4" from back to front.

Tie tightly at waist for bulk.

IV. DRESS

Criss cross and tie 2 1½" x 6" strips.



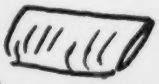
Add underskirt about 1" below waist. Turn down.

Turn down and tie in place.

(Arms for male figures are usually tied at elbow and waist.)

Divide underskirt into trousers. Put wire or pipe cleaner to bend for knee and feet.

V BONNET



Bonnet Brim
3" x 4"

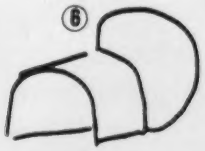
Tie tightly

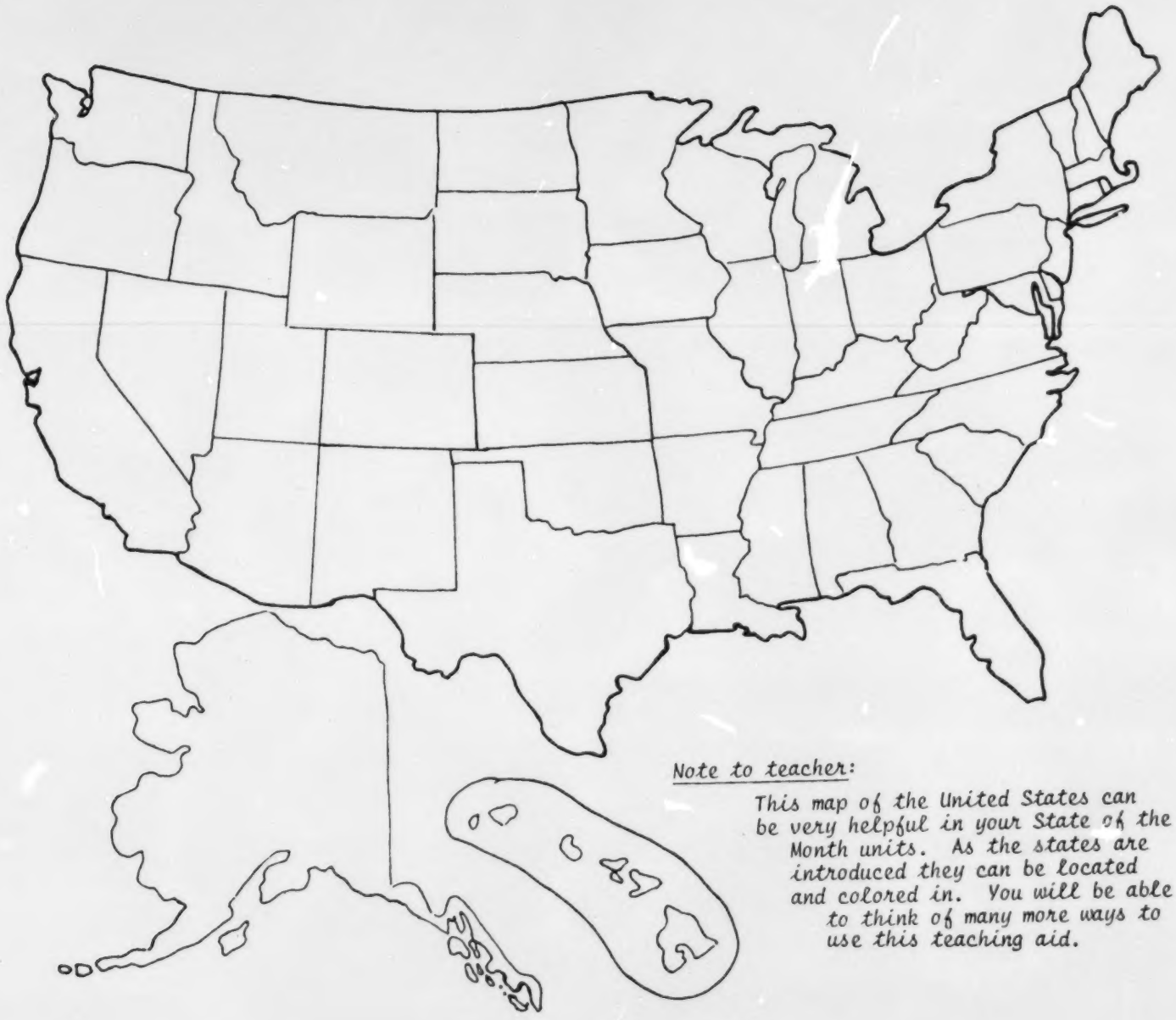
Turn tied end to the inside.

Bonnet Back
Tie 3" square at each end.

Turn both ends in.

Add to bonnet brim. Glue or pin in place.





Note to teacher:

This map of the United States can be very helpful in your State of the Month units. As the states are introduced they can be located and colored in. You will be able to think of many more ways to use this teaching aid.

Welcome to...

State of the Month

In each issue of INTERMEDIATE CLASSROOM IDEAS, we will be featuring three states of the United States. These three states will be chosen from those having Admission Days during the months included in that particular issue. We encourage you to begin a file of these activities with this issue and add to it each month. You may also wish to add to your file with materials of your own: maps, pictures, etc., from your own collection.

For your planning, these are the states we will be presenting this year.

	September	- CALIFORNIA
Fall issue	October	- NEVADA
	November	- WASHINGTON
	December	- TEXAS
Winter issue	January	- ALASKA
	February	- ARIZONA
	March	- FLORIDA
Spring issue	April	- MARYLAND
	May	- WISCONSIN

Each issue will include an activity sheet on each of the featured states. These worksheets (see the ones in this issue) offer an opportunity for children to do research in order to find the information necessary to complete them. For the convenience of the teacher, we are including, in this issue, some of the information needed to complete each worksheet for the year. Please add it to your file as it will not be repeated.

PRIMARY CLASSROOM IDEAS is also featuring "State of the Month" activities. The states included for the year are the same as the Intermediate Edition and are featured in the months listed above. The activities in the Primary Edition will differ from those presented in the Intermediate edition inasmuch as they will be more appropriate for the younger students.

DATA FOR "STATE OF THE MONTH" ACTIVITIES

STATE	ADMISSION ORDER	CAPITAL	ADMISSION DAY	MOTTO	BIRD	FLOWER
CALIFORNIA	31st state	Sacramento	September 9, 1850	Eureka (I have found it)	California valley quail	Golden poppy
NEVADA	36th state	Carson City	October 31, 1864	All for Our Country	Mountain bluebird	Sagebrush
WASHINGTON	42nd state	Olympia	November 11, 1889	Al-Ki (Indian word meaning "by and by")	Willow goldfinch	Rhododendrun
TEXAS	28th state	Austin	December 29, 1845	Friendship	Mockingbird	Bluebonnet
ALASKA	49th state	Juneau	January 3, 1959	North to the Future	Willow ptarmigan	Forget-me-not
ARIZONA	48th state	Phoenix	February 14, 1912	Ditat Deus (God enriches)	Cactus wren	Flower of the saguaro cactus
FLORIDA	27th state	Tallahassee	March 3, 1845	In God We Trust	Mockingbird	Orange blossom
MARYLAND	7th state	Annapolis	April 28, 1788	Manly deeds, womanly words	Baltimore oriole	Black-eyed susan
WISCONSIN	30th state	Madison	May 29, 1848	Forward	Robin	Wood violet

The STATE TREES for the above states are as follows: CA - California redwood; NV - Single-leaf pinon; WA - Western hemlock; TX - Pecan; AK - Sitka spruce; AZ - Paloverde; FL - (no tree listed); MD - White oak; WI - Sugar maple

The source of the above information is Information Please Almanac 1980, Simon and Schuster, New York, NY.

CALIFORNIA

Capital _____

Statehood _____

Motto _____

_____

State bird _____

State flower _____

State tree _____

Chief Products

Manufacturing _____

_____

_____

Agriculture _____

_____

_____

Mining _____

_____

Fishing _____

_____

_____

State flag

NEVADA

Capital _____

Statehood _____

Motto _____

Agriculture _____

Manufacturing _____

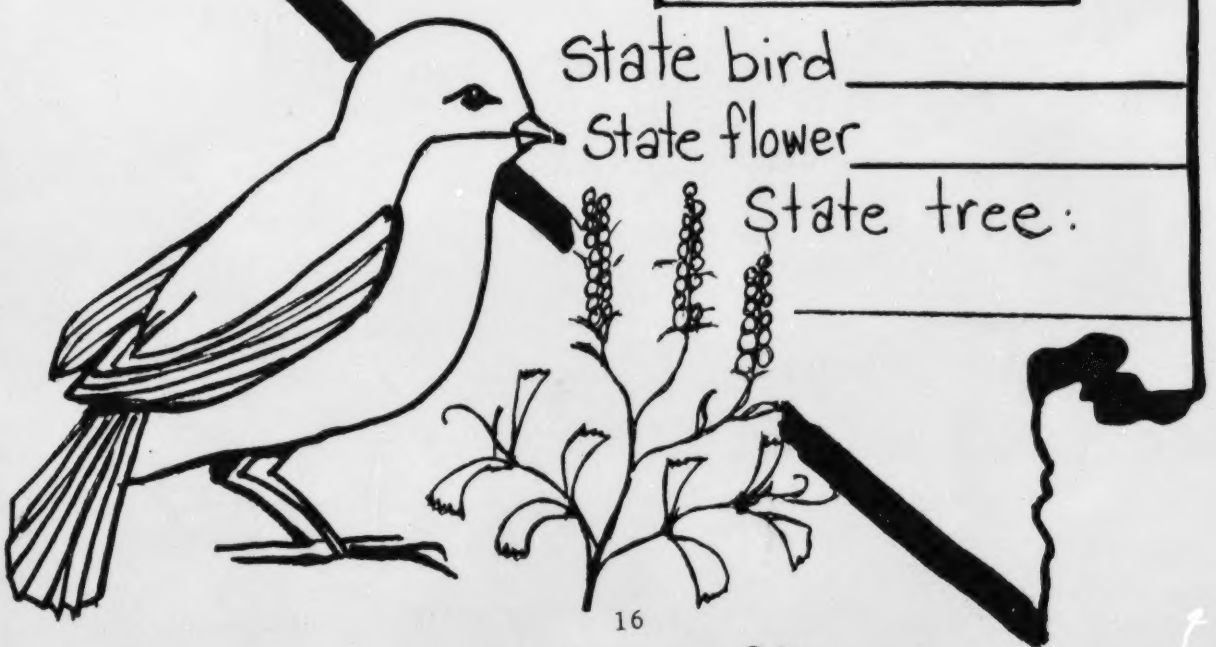
Mining _____

flag

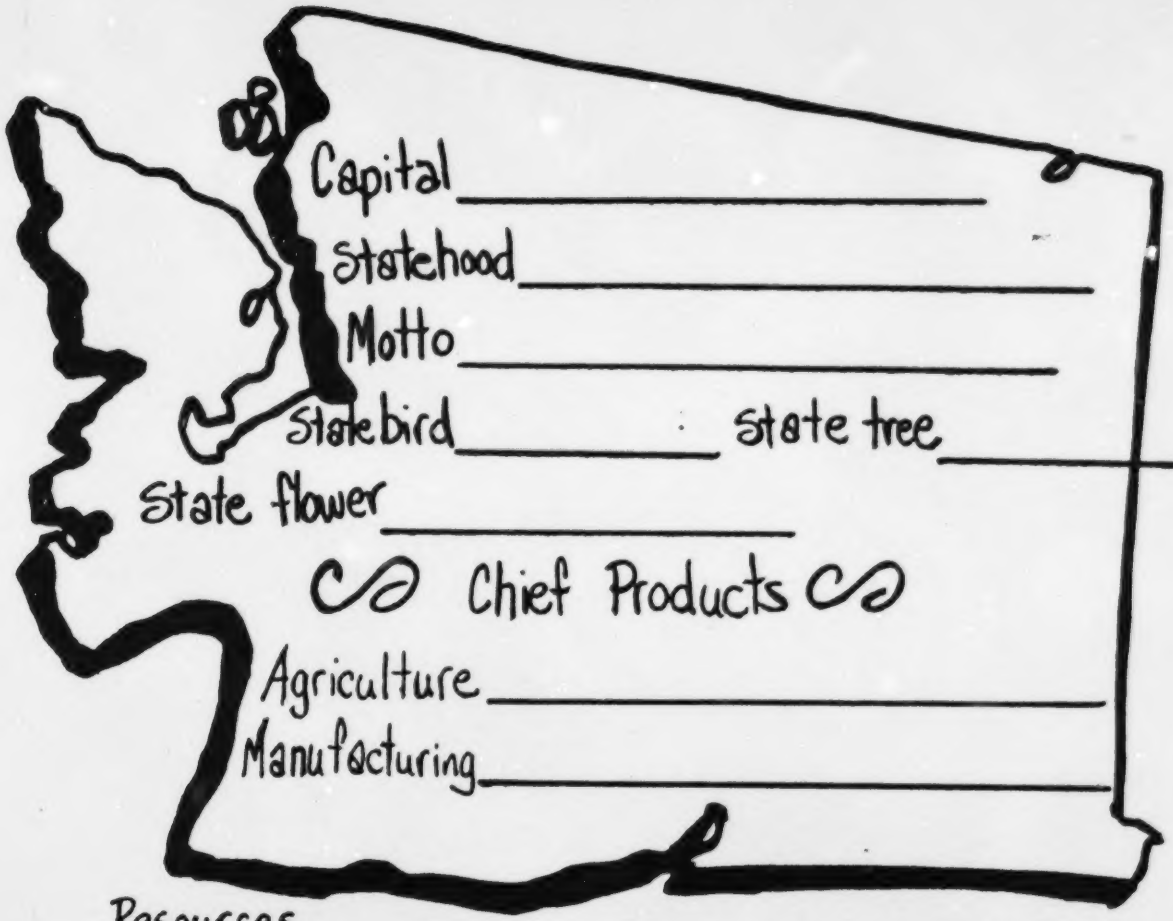
State bird _____

State flower _____

State tree: _____



WASHINGTON



Capital _____

Statehood _____

Motto _____

Statebird _____ State tree _____

State flower _____

Chief Products

Agriculture _____

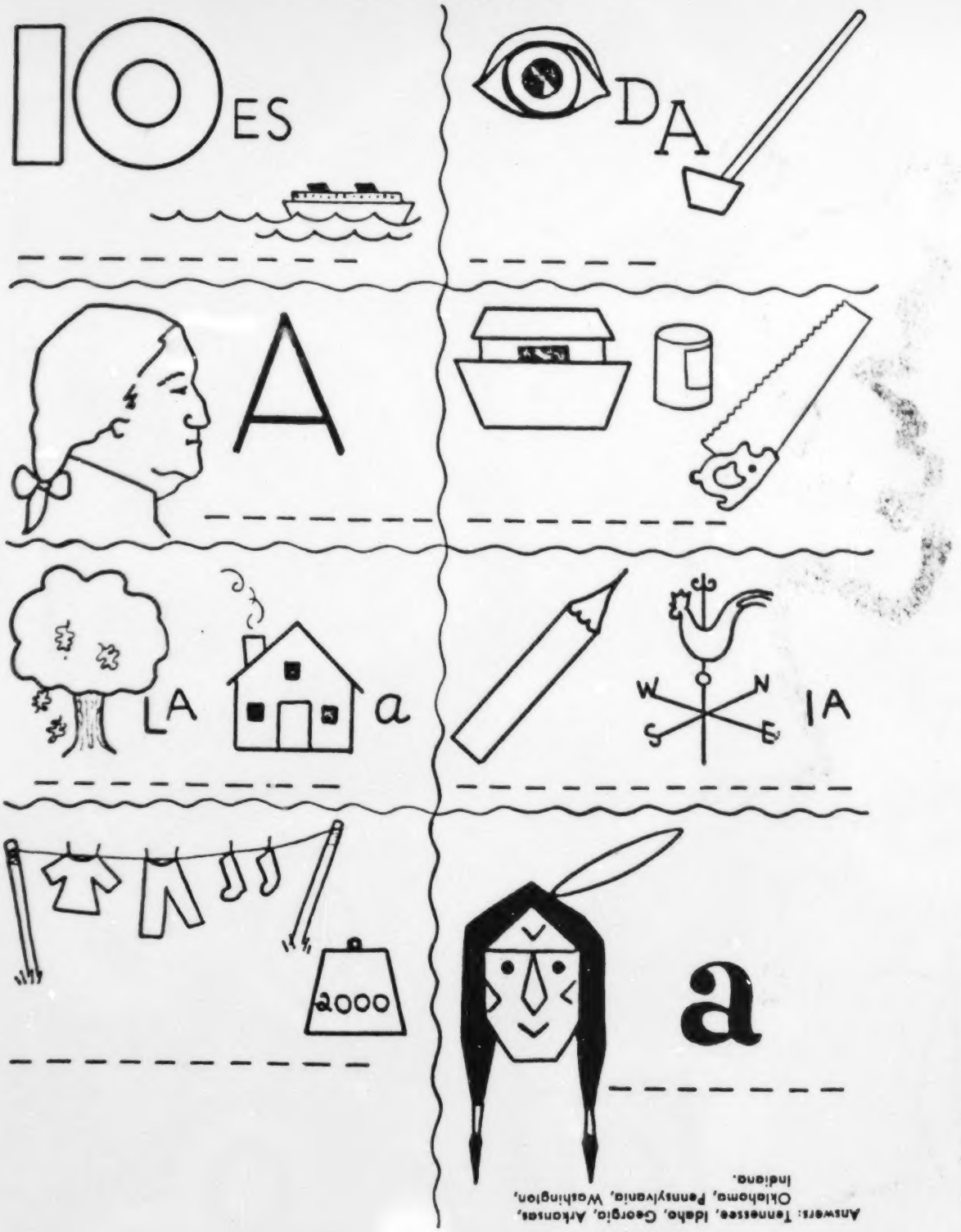
Manufacturing _____

Resources _____

Mining _____

flag

NAME THE STATES



Answers: Tennessee, Idaho, Georgia, Arkansas, Oklahoma, Pennsylvania, Washington, Indiana.

License Plate Math

DIRECTIONS: FOR EACH LICENSE PLATE -

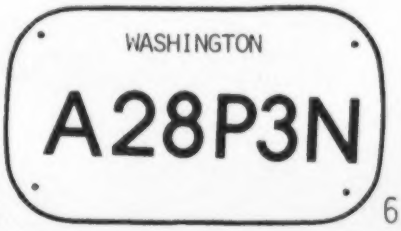
1. FIND THE SUM OF ALL THE DIGITS.
2. ADD THE FIRST TWO DIGITS IN THE SERIES AND MULTIPLY THE SUM BY THE THIRD.
3. ADD THE FIRST TWO DIGITS IN THE SERIES AND DIVIDE BY THE THIRD.
4. MULTIPLY THE FIRST TWO DIGITS IN THE SERIES AND DIVIDE BY THE THIRD.
5. USE THE LETTERS TO MAKE A THREE-LETTER WORD.

1.

2.

3.

4.

5. 

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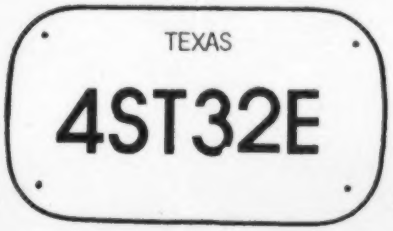
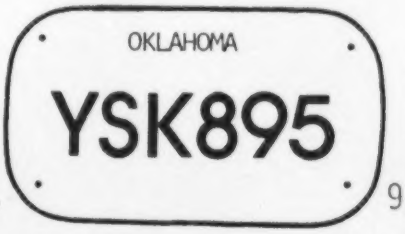
7. 

8. 

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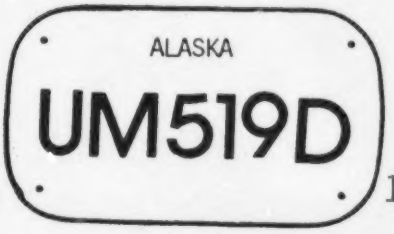
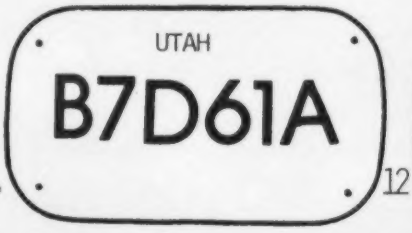
10. 

11. 

12.

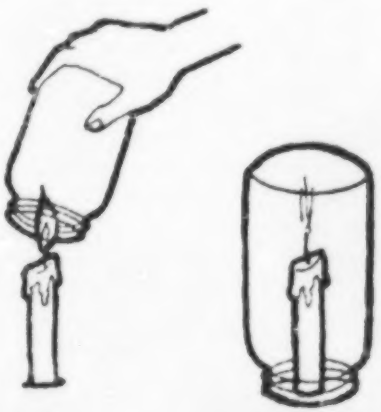
Fire Fun

FIRE PREVENTION WEEK is always in the month of October. The anniversary date of the Great Chicago Fire, October 8, 1871, always occurs during Fire Prevention Week.

Fire can be a good friend or a terrible enemy, depending on how it is used. An understanding of what fire is and how it works can increase its helpfulness and our safety as we come in contact with it day after day.

Try some of the following experiments about FIRE and HEAT. Maybe some of your questions will be answered.

I. HOW IS OXYGEN IMPORTANT TO FIRE?



MATERIALS: Candle, match, glass jar

DIRECTIONS: Stike the match and light the candle. Let some of the candle wax drop onto the table. Place the candle on the melted wax so that it stands alone.

Place the jar over the candle completely. Leave the glass in place until the flame from the candle is extinguished (goes out).

RESULTS: When the glass is placed over the candle the flame becomes weaker and weaker. Finally, the oxygen becomes so scarce in the bottle that it will not permit burning and the candle goes out.

PRINCIPLE: *Fires need air in order to burn. This is because the oxygen in the air is needed for burning. You can put out a burning flame by removing its supply of oxygen.*

II. WHAT IS SMOKE?

MATERIALS: A lighted candle, a spoon

DIRECTIONS: Light a candle and observe it closely while it burns. Hold a spoon in the candle flame for few seconds.

RESULTS: A black material (carbon) will collect on the spoon.

PRINCIPLES: 1. *The main part of the flame is bright yellow. This is due to actual particles of black carbon (soot) which become nearly white in the flame before they finally burn.*

2. *The black material which collects on the spoon is carbon which was removed from the flame before it had a chance to burn.*
3. *Smoke is actually small solid particles of unburned carbon.*

III. HOW DOES A FIRE EXTINGUISHER WORK?

MATERIALS: Two jars with lids, matches, vinegar, candle, baking soda (sodium bicarbonate)

DIRECTIONS: Place the candle in a jar, light the candle and let burn for a few minutes. Close this jar with a lid.

Place a lighted match in a jar containing soda and in a jar containing vinegar. You will observe that the match is not yet extinguished.

Insert a lighted match into a jar containing a mixture of soda and vinegar. Observe that the match is immediately extinguished.

Demonstrate that carbon dioxide is heavier than air by pouring it from one jar into another.

RESULTS: The candle will burn as long as the lid is off. When the lid is closed, the candle flames are extinguished.

The lighted match will burn in a jar containing either vinegar or dry baking soda.

The lighted match will go out in a jar of vinegar and baking soda.

The lighted candle will go out when the carbon dioxide is poured from one container over the candle.

Carbon dioxide is formed when soda and vinegar are mixed.

PRINCIPLES: *Fire cannot burn without oxygen. The acid in the vinegar causes the sodium bicarbonate (baking soda) to give off carbon dioxide gas. Carbon dioxide is effective as a fire extinguisher because it is heavier than air and settles around the flame, shutting off the oxygen supply.*

VOCABULARY

extinguish	sodium bicarbonate	soot
carbon	oxygen	flame
carbon dioxide	smoke	acid

A collection of ways to make spelling practice more interesting.

38 IDEAS FOR SPELLING

1. Write a story using 8 words from your list. Underline the words.	10. Write one sentence using as many words from your spelling list as you can. List the words you don't use.
2. Write an advertisement using five words from your list. (Underline the words.)	11. Pick a favorite topic, such as baseball, and use as many words from your list in writing about it.
3. Write a poem using 5 words from your spelling list. (Underline your words.)	12. Write more than one definition for each spelling word.
4. Write a letter to a friend using 8 words from the list.	13. Draw a picture which illustrates your words and write the words not in the picture.
5. Make a map of a small town and use your spelling words for the street names.	14. Write all your words on a 9 x 12 paper in colorful crayons.
6. Make each of your spelling words a beautiful thing by printing or writing it artistically.	15. Make a two-inch square and see whether you can write all your words inside.
7. Make a cartoon strip. Use as many of your spelling words as you can to make "balloon" talk. Write the words you don't use below it.	16. Print the first letter large and put all the other letters in order beside or beneath it.
8. Make a riddle for each word.	17. There are seven musical notes: A, B, C, D, E, F, G. Figure out which words are the most musical.
9. Make a word sentence. Use the letters in a spelling word to begin each word. (Example: CAT - Cathy ate tacos.)	18. Make a crossword puzzle and key.

19. Make up a code and write the words in code. Give	29. Add a prefix to each spelling word and list those words that cannot take a prefix.
20. Take parts of words of your list and make new words.	30. Circle the base word in each of your spelling words.
21. Spell your words in chains connecting last letter with the first letter of the next word.	31. Write each word as many times as there are letters in the word.
22. Make five crosses of words using two different words for each.	32. Alphabetize your words by using the last letter of the word instead of the first.
23. Make up a code. Write each spelling word in code and provide a key.	33. Write all your spelling words that begin with a consonant in one list, write words beginning with a vowel in another list.
24. Make a list of those words which have a plural form and a list of those which don't.	34. Write all your spelling words that end in a consonant in one list, write words ending in a vowel in another list.
25. Write each word and tell how many syllables you can hear.	35. Write each spelling word, circle the vowels.
26. List your words by number of consonants in the word starting with the word that has the most.	36. Someone has said, "The most beautiful words in English are..." List your words from the most beautiful to the ugliest.
27. Add a suffix to each spelling word and list those words that cannot take a suffix.	37. Write each word as many times as there are letters in the word.
28. Spell your words into a tape recorder.	38. Write a synonym for each of your words. Write the words without a synonym.

Try something new for...

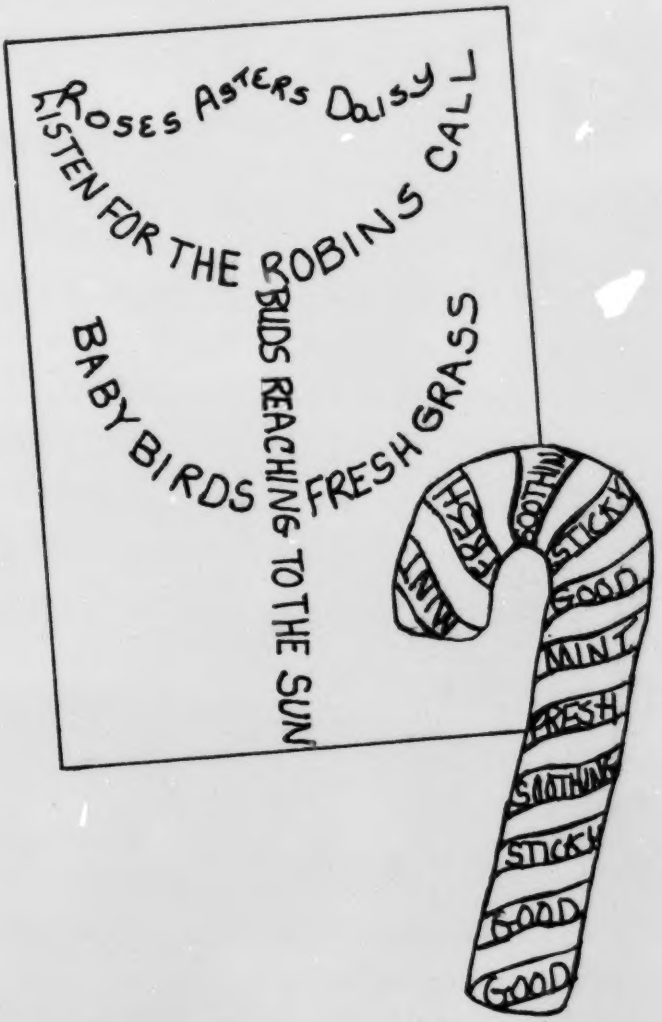
Poetry Day

... October 15

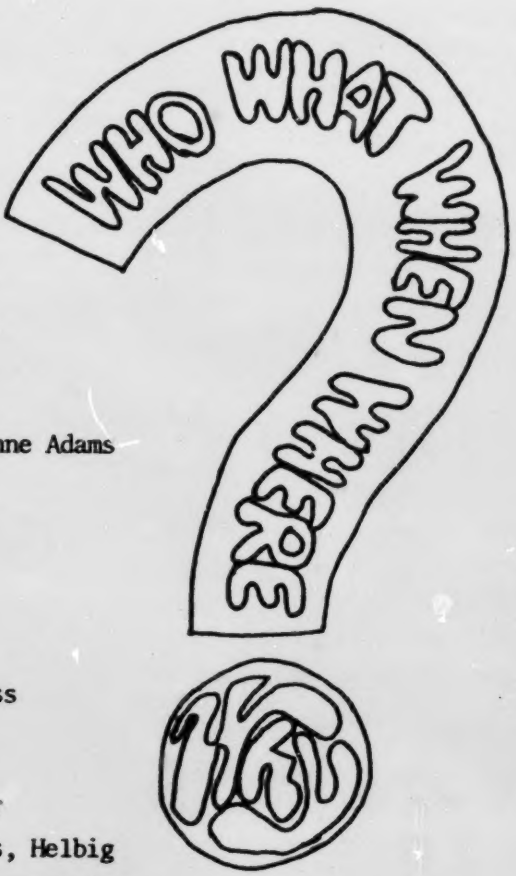
Concrete Poems: Poems with Shape

* puts the words down in the shape of the subject
* tells about the idea behind the shape
* can be rhymed or not

Using the examples shown, choose a subject and write some concrete poems. Some subjects might include a tree, bus, baseball, monster, desk, etc.



Some concrete poems draw the outline of the subject in mind. Then the author fills in the middle with words that express the shape. These poems do not usually rhyme.



COLLECTIONS AND ANTHOLOGIES OF POETRY

Listen, Children Listen	Livingston
Poetry and Verse for Urban Children Books 1, 2, 3	ed. Bissett
Read Aloud Poems	illus. Orska
This Way Delight	H. Read
Golden Treasury of Poetry	Untermeyer
Poetry of Earth	illus. Adrianne Adams
Nibble, Nibble	M. W. Brown
We Went Looking	Fisher
Shoots of Green	Bramblett
I Went to the Animal Fair	Cole
Wings From the Wind	Tudor
Amelia Mixed the Mustard	illus. E. Ness
Time for Poetry	Arbuthnot
Four Seasons Five Senses	Elinor Parker
Straight on 'Til Morning	Hill, Perkins, Helbig
Thread One To A Star	Hopkins and Arenstein
The Golden Journey	Bogan and W. J. Smith

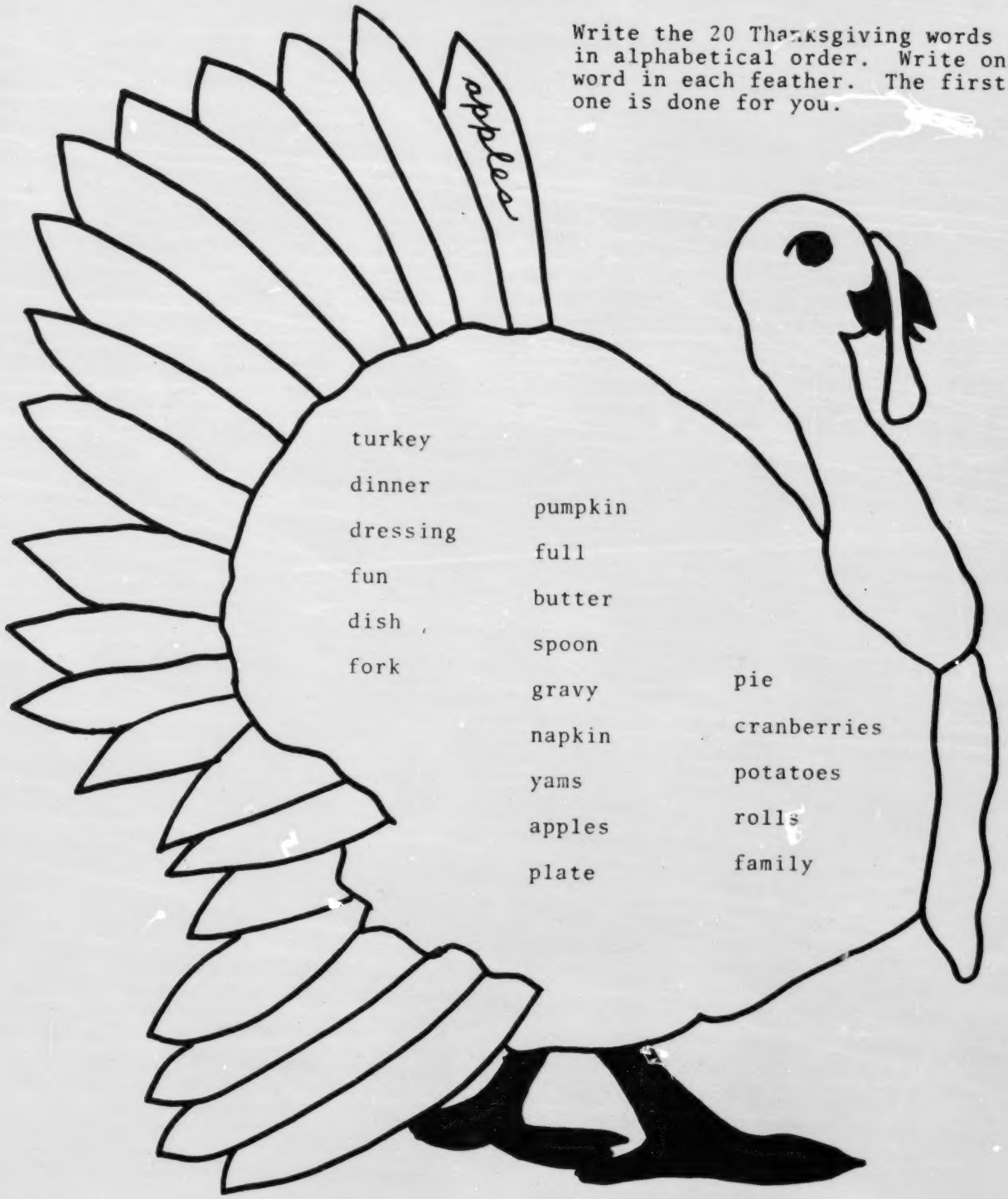
Choose one word from the list at the bottom of the page that fits both definitions. Write the word in the box. Beware! Not all of the words will be used.

1. a place where a bird sits		a kind of fish
2. 16 ounces		to hit with a hammer
3. part of your hand		a tree in Florida
4. a big chunk of wood		an organization of people
5. where your toes are		12 inches
6. a country in Asia		dishes and cups
7. the actors who are in a play		a covering for a broken leg
8. used to hit a ball		a vampire
9. a quacking bird		drop down to avoid something
10. 52 cards		the "floor" of a boat

bat	trout	China	paddle
foot	Japan	deck	fingers
cast	duck	mast	club
perch	palm	sock	pound

TURKEY MIX UP

Write the 20 Thanksgiving words in alphabetical order. Write one word in each feather. The first one is done for you.



...the Riddle Corner

Read each word below. Decide whether the word has 2, 3 or 4 syllables. Circle the letter under the correct column. When you have done all the words, write your circled letters in the highway sign above. The letters you write will be the answer to the riddle.

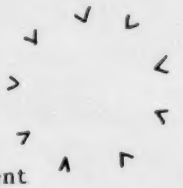
WHAT GOES FROM STATE TO STATE BUT NEVER MOVES AN INCH?

		2	3	4
1.	BUTTON	T	L	M
2.	HUNDRED	H	E	R
3.	WONDERFUL	Q	E	Y
4.	ARITHMETIC	P	U	H
5.	PARTY	I	W	C
6.	BEAUTIFUL	K	G	G
7.	THIRTEEN	H	R	S
8.	FANTASTIC	I	W	O
9.	BLACKBOARD	A	U	D
10.	TOGETHER	W	Y	E

Lead-up Games for Team Sports

All team sports in the junior high and high schools have their beginnings in the skills developed in the primary and intermediate grades. Before students are ready for team sports, they must have developed an adequate degree of proficiency in the basic skills.

The lead-up games help to build these important skills. Students will enjoy playing these games and, at the same time, will be improving their skills and knowledge through a well-rounded physical education program.



FOOTBALL

Name: TWENTY-FIVE CATCHES

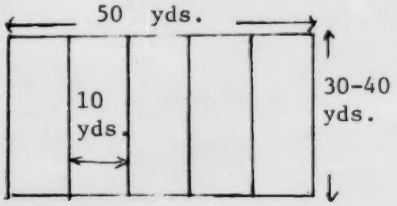
Outcomes: Physical Fitness: arm, shoulder, and leg development
Motor Perception: directionality
Movement Skills: non-locomotion, locomotion, reception, propulsion

Equipment: Football

Formation: Teams: single circle, facing in

How to Play: The objective for a team is to get 25 consecutive catches before their opponents do. No player may pass the football to the person on either side of him in the circle.

Variation: From a file formation, one player passes the ball in turn to each runner going away from him. The pass must travel at least 5 yards from the starting line. Rotate so each player has a turn as passer. The team with the largest number of catches after a specified number of turns is the winner.



FOOTBALL

Name: PUNT, PASS, OR KICK

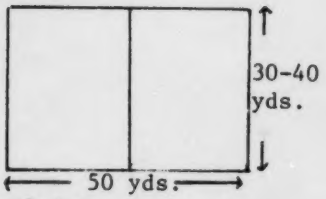
Outcomes: Physical Fitness: arm, shoulder, trunk, and leg development, agility
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: 1 football

Formation: Two teams scattered, one on each side of the playing area

How to Play: The objective of the game is to punt, pass, or kick the ball over the opponent's goal line before it strikes the ground.

FOOTBALL



Name: PUNT RETURN

Outcomes:
Physical Fitness: trunk and leg development
Motor Perception: directionality
Movement Skills: locomotion, reception, propulsion

Equipment: 1 football, soccerball or playground ball

Formation: Two teams, one at either end of play area

How to Play: A ball is punted back and forth. A player catching the ball on the fly is allowed three steps forward. If not caught on the fly, the ball is punted from the place it was first touched by a player or where the ball rests when recovered. To score, the ball must be kicked so it hits the ground across the opponent's goal line. Each successful kick counts one point. Balls caught behind the goal line score no points, and the catcher kicks the balls from the goal line. The game can be played for a certain number of points or by time.

Teaching Suggestions: Rotate kickers rather than having the person who catches the ball kick it each time.

FOOTBALL

Name: CENTERING

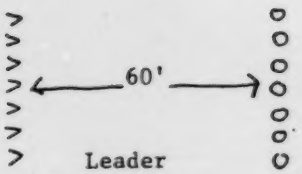
Outcomes:
Physical Fitness: arm, shoulder, and trunk development
Motor Perception: directionality
Movement Skills: non-locomotion, reception, propulsion

Equipment: 1 football for each team

Formation: Teams: open file

How to Play: The first player on each team centers the ball through his legs to the next player. If the ball touches the ground because of a fumble or poor pass, it is returned to the center who must pass it again. If caught, the player catching the ball centers it to the next, and so on. The first team to successfully center and catch the ball in consecutive order up the line and back again is the winner.

Teaching Suggestions: The distance between players on the team should be increased as proficiency is gained.



SOCCER

Name: LINE SOCCER

Outcomes:
Physical Fitness: leg development, agility
Motor Perception: body image, directionality
Movement Skills: locomotion, reception, propulsion

Equipment: 1 soccerball or playground ball

Formation: Two teams in lines

How to Play: Two teams line up along their respective goal lines. The players on each team are numbered. If there is an extra player on one team, someone on the other team is given a second number. The leader calls a number and rolls the ball into the center of the play area. Players called attempt to score by kicking the ball over their opponent's goal line. Players on the goal line may trap, block, or kick the ball to prevent a goal. Balls kicked higher than the shoulders do not score. Play continues until a goal is scored.

Teaching Suggestions: As skill increases, call two or more numbers at once. Use a slightly deflated ball. Encourage dribbling the ball up close to the goal line before attempting a goal.

SOCCER

Name: SOCCER KICKBALL

Outcomes:
Physical Fitness: leg development, agility
Motor Perception: body image, directionality
Movement Skills: locomotion, reception, propulsion

Equipment: 1 soccerball, 1 base

Formation: Two teams

How to Play: The game is played between two teams who alternate as kickers and fielders. The object is for the members of the kicking team to kick the ball in turn from the goal line and then run down the field, around the base, and back to the baseline before the fielding team can make a goal.

Calendar Math

SOLVE THE MYSTERY OF THE TWO-BY-TWO SQUARES IN ANY CALENDAR.

Experiment with squares of four numbers in any calendar.

1. Look at the first square. Add and subtract the numbers in opposite corners. What answers do you get?

2. Complete the work for the 2nd square and the 3rd square. What answers do you get? Do you see a pattern?

3. Use the 4th square. Add and subtract the numbers in opposite corners. What do you notice?

Student Directions: Use pages from old calendars. Mark off squares of four numbers. Add and subtract the numbers in opposite corners.

SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

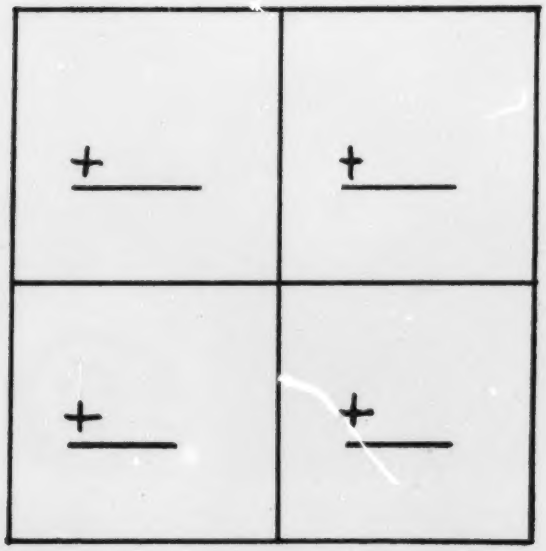
(1.) (2.) (3.) (4.)

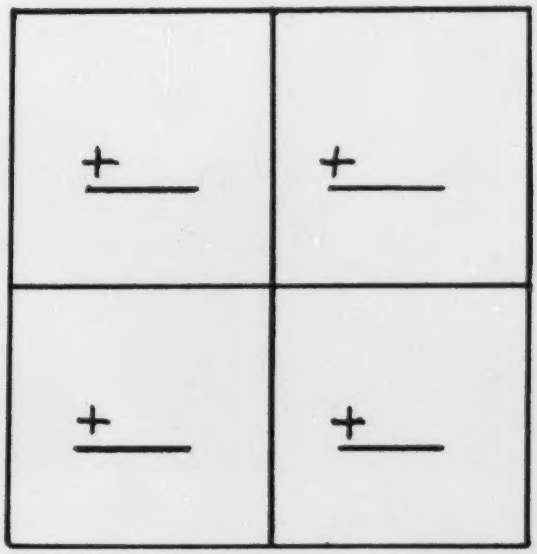
(4.) $16 + 24 = 40$ $\quad 17 + 23 = 40$

(2.) $20 + 26 = 46$ $\quad 19 + 27 = 46$

Write in the numbers for this month's calendar. Use it to work your two-by-two puzzle.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri	Sat





Steps to improving problem solving...

Interest Grabbers

DIRECTIONS: Read each problem all the way through. In the circle beside each problem write the process you would use to solve the problem:

A - Add S - Subtract
M - Multiply D - Divide

1. Mother needs to buy bread, cheese and eggs. How can she find out the amount she needs to pay for them?

2. Frank earns the same amount each day. He works a certain number of days. How can you find out how much he earns all together?

3. Linda knows how much money she has. She knows how much a book will cost. How can she find out how much money she will have left after she buys the book?

4. Fern buys a spool of green ribbon. She knows the number of yards and the total cost. How can she find the cost for one yard?

5. Billy knows how many weeks it is until his birthday. How can he find out how many days that is?

6. The teacher has some pencils. She wants to give the same amount to each student in her class. How can she determine how many to give each student?

The following problems use more than one process. Show the processes in the order you would use them.

7. Alice knows her scores on spelling tests for the last 6 weeks. How can she find the average of her scores?

8. Ann gave some of her stamps to Nancy. Then Barbara gave some to Ann. How can Ann find out how many stamps she has now?

9. How can Shirley solve this problem. She wants to know if the money she has is enough to pay for a sweater and skirt.

Steps to improving problem solving...

Write ADD, SUBTRACT, MULTIPLY or DIVIDE to tell what you would do to solve the problem if numbers were stated.

1. Bill had _____ marbles. He gave _____ away. How many did he have left?

   _____

2. _____ lemons cost _____ cents. How much does one lemon cost?

   _____

3. Terry has _____ sisters and _____ brothers. How many brothers and sisters does Bill have?

   _____

4. The Boy Scout troop has _____ scouts. _____ boys can sleep in a tent. How many tents do they need?

   _____

5. A soccer ball costs _____. A volleyball costs _____. How much more does the soccer ball cost?

   _____

6. You can read _____ pages in one hour. How many pages can you read in _____ hours?

   _____

7. You ride _____ miles to the store. Then you ride _____ miles to school. How far did you ride?

   _____

8. Your mother gave the clerk _____. She received _____ in change. How much did her purchase cost?

   _____

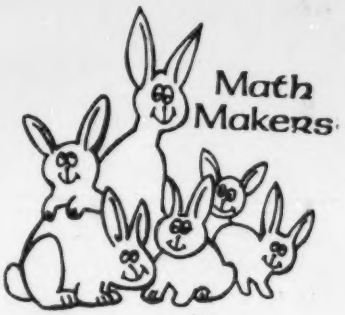
9. You are _____ years old. Your cousin is _____ years old. How much older are you than your cousin?

   _____

10. Each pencil costs _____. How much do _____ pencils cost?

NOW...fill in the spaces with numbers and solve the problems. Be careful - read the questions first!

Steps to improving problem solving...



Problem: There are 23 girls and 14 boys in the class.

Question: How many pupils altogether?
How many more girls than boys in the class?

Ask at least one question about each problem.

1. You get 25¢ allowance each week. Your sister gets 60¢ allowance each week.

?

2. A hot dog costs 75¢. A hamburger costs 85¢.

?

3. Today is November 18th. Your sister's birthday is November 26th.

?

4. Oranges cost 15¢ each. You buy 4 oranges.

?

5. Sandy is 135 centimeters tall. Jerry is 128 centimeters tall.

?

6. There are 27 children in the class. There will be 9 children on each team.

?

7. Our classroom has 5 rows of desks. There are 8 desks in each row.

?

8. A book costs $2.95. You only have $1.87.

?

9. Your mother baked 72 cookies. You took 40 of them to school.

?

10. Jack caught 15 fish on Monday and 12 fish on Tuesday.

?

YOU BE THE TEACHER. Give this sheet and your questions to a friend to solve. You can solve the ones your friend makes.

Check each other's work.

96	80	32
17	24	84
28	55	49

To solve the problems below, you must first use the code to give you the proper numbers. Find the matching position in the code grid, then write that number in your problem.

Example:

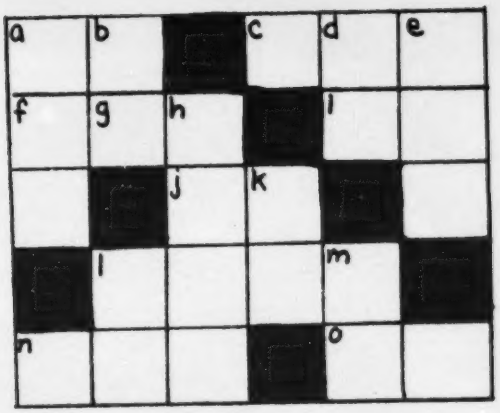
$$\boxed{49} - \boxed{24} = \underline{25}$$

Next, solve the problem by doing what the sign tells you to do. Write your answer on the line after the equal sign.

The Puzzlers Are Here

1. ⌐ − ⌐ = _____
2. ⌐ − ⌐ = _____
3. ⌐ − ⌐ = _____
4. ⌐ − ⌐ = _____
5. ⌐ − ⌐ = _____
6. ⌐ − ⌐ = _____
7. ⌐ − ⌐ = _____

Cross Number



ACROSS

a. 7 x 8 =

c. 9 hundreds, 2 tens, 3 ones =

f. 700 + 60 + 5 =

i. 8 twelves =

j. 3 dozen =

l. 1,000 + 700 + 40 + 2 =

n. DCCCXX =

o. Ten 7's + 2 =

DOWN

a. 500 + 70 + 4 =

b. 9 x 8 - 6 =

d. 3 tens - 1 =

e. 92 x 4 =

h. five thousand, three hundred and seventy =

k. 8 x 8 =

l. 3/4 of a lb. = ____ozs.

m. 2 feet, plus 3 inches = _____ inches

DIRECTIONS:

Most puzzles that look like this one use letters to form words. This puzzle will use numerals instead. Solve the problems and fill in the answers, one numeral to a square.

C.H.O.I.C.E. Activities

PURPOSE — To become aware of how self-knowledge affects job selection.

MATERIALS
1. Self-Inventory Sheet
2. Pencils
3. Task cards

INTRODUCTION — Say: "When people decide which jobs they want to have, they need to know something about themselves. They need to know about their abilities, needs, and interests. Today you will begin exploring what kind of person you are.

CLASS ACTIVITIES
1. Study and complete Self-Inventory Sheet
2. Discuss as a group.
3. Children draw a picture and/or write a paragraph to show how they feel about one of the points.
4. Discuss task cards.
5. Do task cards.

SUMMARY
1. Discussion and sharing pictures and paragraphs.
2. Reports from students using task cards.

PROJECT CHOICE #117, "INTRODUCTION TO OCCUPATIONS AND LIFE STYLES," A CAREER EDUCATION UNIT FOR GRADES 3 AND 4, OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS, 5801 SUNDALE AVENUE, BAKERSFIELD, CA 93309

Name _____ Date _____

SELF-INVENTORY SHEET

Directions: Imagine that you are no longer being supported by your family or anyone else. Then consider carefully whether you agree or disagree with the following statements. Place an "X" under the propert heading for each of the then statements.

	Agree	Disagree
1. I know what kind of home (apartment, house, etc.) I would lik. to have.		
2. I know what kind of car I would like to have.		
3. I know what kinds of friends I would like to have.		
4. I know what kinds of food I would like to eat.		
5. I know what kinds of neighbors I like.		
6. I know what kinds of entertainment I enjoy.		
7. I know what kind of town, city or other are that would be a good place for my home.		
8. I know what kinds of people would like me as a neighbor.		
9. I know what kinds of clothes I like to wear.		
10. I know what kind of climate is best for me.		

AWARENESS OF ABILITIES WORKSHEET

Directions: For each item below, circle the responses you feel most closely describes you.

Name _____

Date _____

1.	I do well in math.	yes	no	undecided
2.	I do well in language classes.	yes	no	undecided
3.	I find it easy to get along with people.	yes	no	undecided
4.	I can usually get people to see things my way.	yes	no	undecided
5.	I talk about myself quite easily.	yes	no	undecided
6.	My writing can be read and understood.	yes	no	undecided
7.	Others usually think that what I write is interesting.	yes	no	undecided
8.	I like to try things out for myself.	yes	no	undecided
9.	I get good grades in science.	yes	no	undecided
10.	I work well with numbers.	yes	no	undecided
11.	I work well with my hands.	yes	no	undecided
12.	I would rather work with ideas than objects.	yes	no	undecided
13.	I am fairly good in art.	yes	no	undecided
14.	I enjoy playing a musical instrument.	yes	no	undecided
15.	I have done well in athletics.	yes	no	undecided
16.	I enjoy outdoor activities.	yes	no	undecided

PURPOSE

To become familiar with the list of a person's basic needs.

MATERIALS

1. Large sheet of butcher paper.
2. 7 felt pens, different colors.
3. Construction paper (in the same 7 colors as pens and cut in small squares or strips).
4. Glue.
5. List of a person's needs. Next page

INTRODUCTION

Say: A person's seven basic needs. Earlier we talked about some of them. Let's list as many as we can on this butcher paper."*

CLASS ACTIVITIES

1. List as many needs as children can come up with.
2. Add those left out by the class, check list on page 7.
3. Discuss each grouping carefully.
4. Children will glue the 7 colored strips (in order of their own priority) on a piece of construction paper.

SUMMARY

1. Sharing of priority sheets.
2. Reports from students using task cards.

*List the groups by color. Children will use that color code when gluing the strips to show their priorities.

A PERSON NEEDS:

1. Physical needs - food, drink, air

2. Safety needs - freedom from threat or danger, need for secure and familiar surroundings

3. Love and belonging needs - acceptance and association

4. Achievement needs - strength, competence, reputation, prestige

5. Self-actualization needs - living up to one's potential, fulfilling oneself

6. Cognitive needs - knowing and understanding, exploring and investigating

7. Aesthetic needs - music, art, drama, literature, etc.

SEVEN BASIC NEEDS

* * *

PURPOSE	To encourage children to become aware of what they really like to do.
MATERIALS	1. Twenty Loves Worksheet, next page.* 2. Pencil. 3. Task cards.
INTRODUCTION	Say: "Today we are going to talk about things we really love to do. We are going to show how we feel by writing twenty things we really love to do."
CLASS ACTIVITIES	1. Fill out Twenty Loves Worksheet. 2. Fill out grid on side.** 3. Discuss and consider what can be learned about oneself from this list. 4. Do task cards.
SUMMARY	1. Summarize discussion. 2. Reports from students using task cards.

*Adjust the number of "loves according to your group and time available.

**After students have made their lists, ask them to check appropriate columns for each of the twenty items.
Key: $-Anything which costs a dollar each time you do it.
A-Things you do alone.
P-Things you do with people.
Y-Things you've done in the past year.
M & F-Things your mother or father would have on their lists.

Name_____

TWENTY LOVES WORKSHEET

	$	A	P	Y	M	F
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

Key: $-Anything which costs a dollar each time you do it.
A-Things you do alone.
P-Things you do with people.
Y-Things you've done in the past year.
M & F-Things your mother and father would have on their lists.

I KNOW

You need:

1. acting ability
2. friends

Role play a classroom situation in which one student never knows the right answer. Be sure to show how he feels.

Role play the reverse situation, showing everyone's reaction to a student who always has the correct answer.

THE GOOD LIFE

You need:

1. writing ability
2. paper
3. pencil

Using the picture on this task card as "inspiration," write either a description of the scene or a story about it. In either case, tell why you would like to be a part of the picture.

M Y

I

P

P

E

W E E K

You need:

1. drawing paper
2. crayons or felt pens

Divide your paper into seven sections. In the sections, draw pictures of something you would love to do on each day of the week.

Make your pictures bright and colorful.

Share with the class.

HELPING HANDS

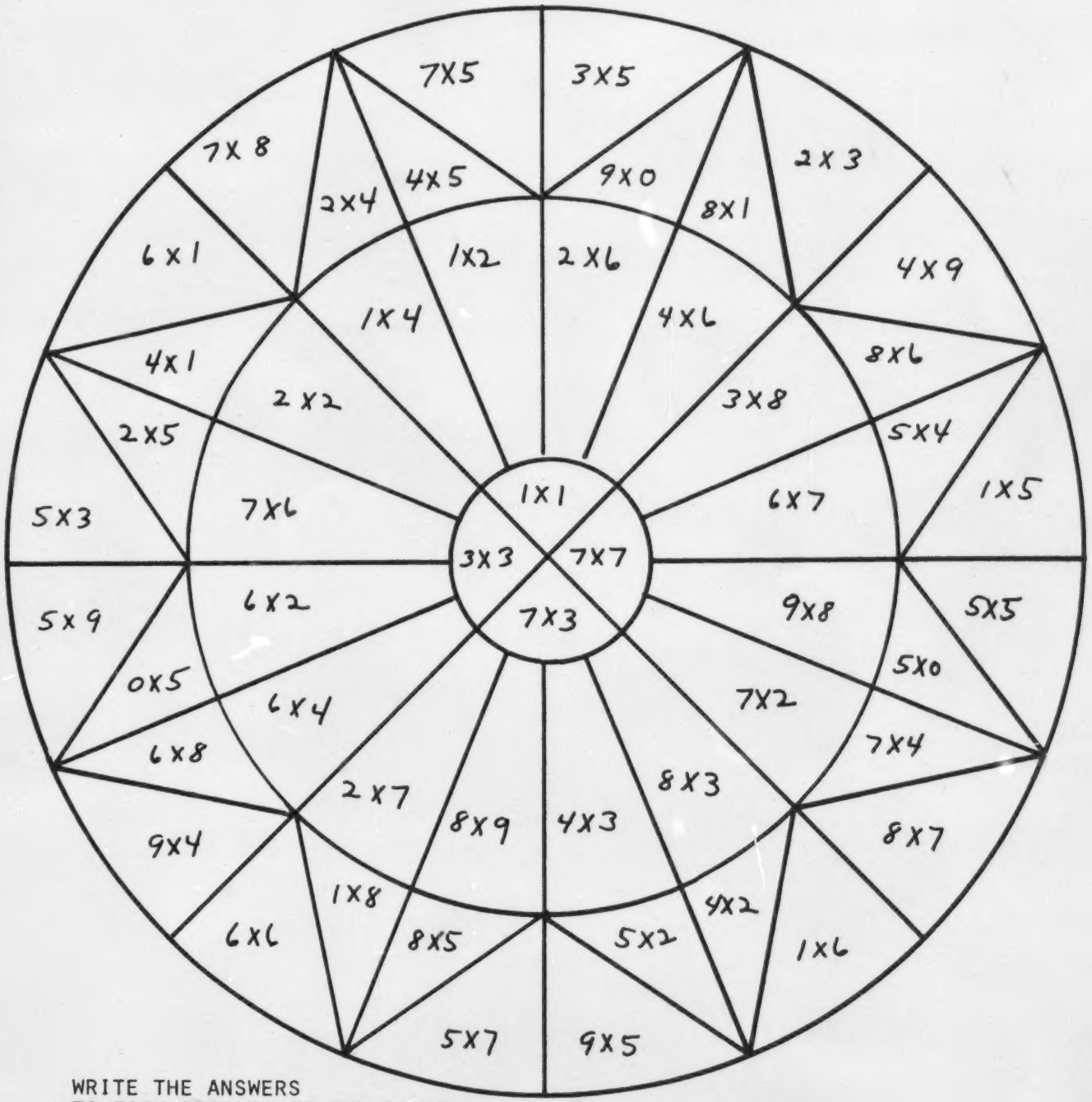
You need:

1. desire to help
2. notebook
3. pencil

Perhaps you would like to hold a job which serves others. Practice the art of helping by doing one "good deed" per day for a week.

Record what you did and how you felt about doing it. Tell how you think the receiver felt.

(You may continue your good deeds for as long as you wish.)

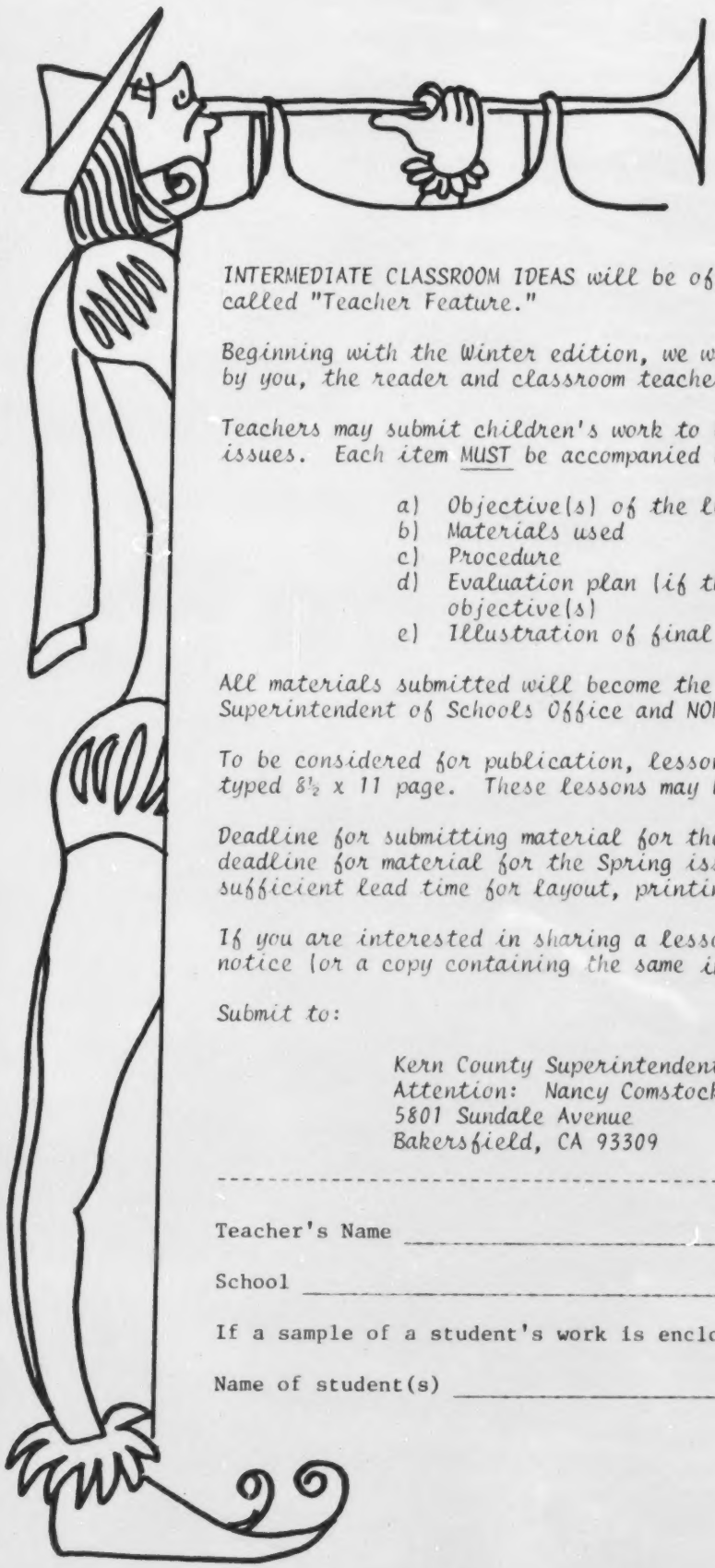


WRITE THE ANSWERS
TO EACH PROBLEM IN THE SPACE.

COLOR THE DESIGN ACCORDING TO THE KEY BELOW, USING THE LAST NUMBER OF EACH ANSWER.

EXAMPLE: 25 = GREEN

___5 GREEN	___6 RED	___0 BLUE	___8 YELLOW
___9 PURPLE	___1 BLACK	___2 ORANGE	___4 BROWN



ANNOUNCING

INTERMEDIATE CLASSROOM IDEAS will be offering a section in each edition, called "Teacher Feature."

Beginning with the Winter edition, we will include selected ideas contributed by you, the reader and classroom teacher.

Teachers may submit children's work to be considered for publication in future issues. Each item MUST be accompanied by a lesson plan which includes:

a) Objective(s) of the lesson
b) Materials used
c) Procedure
d) Evaluation plan (if this is not built into the objective(s)
e) Illustration of final product of child's work

All materials submitted will become the property of the Kern County Superintendent of Schools Office and NONE WILL BE RETURNED.

To be considered for publication, lesson outlines should be limited to one, typed 8½ x 11 page. These lessons may be in any content area.

Deadline for submitting material for the Winter issue is October 1st; deadline for material for the Spring issue is January 1st. This allows sufficient lead time for layout, printing and distribution of each issue.

If you are interested in sharing a lesson, return the bottom portion of this notice (or a copy containing the same information) with your lesson.

Submit to:

Kern County Superintendent of Schools Office
Attention: Nancy Comstock
5801 Sundale Avenue
Bakersfield, CA 93309

Teacher's Name _____ Grade _____

School _____ City _____

If a sample of a student's work is enclosed, include the:

Name of student(s) _____ Grade _____

The common thread of all educational activities should be development of the ability to think. The skills involved in thinking do not come automatically or develop by themselves. The natural abilities possessed by children need training and development. Keeping this in mind, the activities in CLASSROOM IDEAS are organized within the five operations of the mind as defined in the research of Dr. J.P. Guilford and his structure of the intellect model. These operations are: cognition, memory, convergert production, divergent production and evaluation.

OPERATION/ACTIVITY	PAGE(S)
COGNITION	
Word search	1
Color by number math - division	2,3
Follow directions	7
Dot-to-dot	9
Follow directions - corn husk dolls	10,11
Map - locate states	12
State of the Month	13
Fire and science	20,21
Homonyms	26
Problem solving	34-36
MEMORY	
Calendar of events and poems	2,3
Data	14
Physical Education - Sports and Games	29-31
CONVERGENT PRODUCTION	
Crossword puzzle	6
Maps - California, Nevada, Washington	15-17
Name the State Code	18
License Plate Math	19
Alphabetical order	27
Riddle Corner	28
Math puzzles	37
Cross-number	38
DIVERGENT PRODUCTION	
Add - "How Many Ways"	5
What Kind of Place? - writing	8
Poetry	24,25
CHOICE Activities	39-49
EVALUATION	
38 Ideas for Spelling	22,23
Calendar Math	32,33